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ABSTRACT

Using questionnaire derived-data from randomly selected Northeast Alabama high schools, an historical comparison was made of the educational goals of 924 seniors in 1966 (19 schools) and 918 seniors in 1972 (15 of the same schools). Differences in the status projections of 1966 youth (438 males and 486 females) and their 1972 counterparts (470 males and 448 females) were made on the basis of sex. Research objectives were to determine: (1) the nature and extent of patterns of change relative to educational status goals and (2) the influence of place of residence on change in educational status orientations. Compared by year, the educational orientations of male and female respondents were tabulated for five orientation dimensions (aspiration, expectation, goal deflection, intensity of aspiration, and certainty of expectation) and for the same dimensions with reference to place of residence. Findings indicated that between 1966 and 1972: educational aspirations had significantly declined; the value placed on education had substantially declined; the certainty of achievement of educational expectations had lessened; the 1972 male respondents had experienced less incongruence between their educational aspirations and expectations than had 1972 females; and the downward change had persisted regardless of residence type. (JC)

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# EDUCATIONAL GOALS OF NORTHEAST ALABAMA HIGH SCHOOL SENIORS: AN HISTORICAL COMPARISON

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# EDUCATIONAL GOALS OF NORTHEAST ALABAMA YOUTH: A HISTORICAL COMPARISON

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This paper presents an historical comparison of the educational goals of Northeast Alabama youth. Data were provided by 924 high school seniors in 1966 and 918 in 1972, who comprised a major portion of the school population attending a random sample of high schools located in four Northeast Alabama counties.

Differences in the status projections of high school youth during the period were made on the basis of sex. The educational status variables tested were aspiration, expectation, goal deflection, intensity of aspiration, and certainty of expectation. Additionally, the residence of the respondents was considered in relation to the aforementioned status variables.

It was concluded that from 1966 to 1972 boys and girls demonstrated a change in the direction of significantly lower educational aspirations and expectations. Value placed on education declined substantially relative to other life goals. Also, the respondents reflected less certainty of achieving their educational expectations. On the other hand, differential patterns of change were observed for boys and girls in regard to anticipatory goal deflection. Boys experienced less incongruence between their educational aspirations and expectations in 1972 while a converse pattern was observed for the girls.

Concerning the impact of place of residence on educational goals, the data indicated that residence was only minimally associated with patterns of change over time. However, respondents' residence types were relatively homogeneous in that they ranged only from small urban to farm. The downward change generally existed regardless of residence type.

## Introduction

A frequently stated, although inadequately tested, assumption in the area of goal orientations is that the aspirations and expectations of today's youth are rising (Hughes, 1965: 1135; Broom and Glenn, 1965: 182-183; Dyckman, 1966: 802-803). Rising aspirations among American youth are not thought to be restricted to any single grouping, white or black, upper-class or lower, rural or urban, male or female. Contemporary youth supposedly want better jobs, larger houses, higher incomes and greater access to the material amenities of life. However, little empirical research is available to provide evidence for this presumed tendency (Dowell, 1973).

The present report focuses on this assumption that the aspirations of youth today are oriented toward higher ranking educational goals than was true of youth just a few years ago. The purpose is to test the rising aspiration assumption by documenting the nature of historical change in mobility aspirations and expectations for youth in a specific geographic area over time.[1/] The data involve information about the educational goals of high school seniors from Northeast Alabama in 1966 compared with their 1972 counterparts. The study design utilizes a survey-resurvey procedure for seniors attending the same high schools at two points in time, six years apart. Two equivalent, age-matched samples were thereby achieved.

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1/ This research was conducted by the School of Agriculture and Alabama Agricultural Experiment Station under Hatch Project 327 (S-81), "Development of Human Resource Potentials of Rural Youth in the South and Their Patterns of Mobility." Other states collecting comparable data as part of a regional effort include Georgia, Louisiana, South Carolina, and Texas.

## Research Objectives

The specific research objectives of this analysis were:

1. To determine the nature and extent of patterns of change relative to educational status goals.
2. To determine the influence place of residence has on change in educational status orientations.

## Conceptual Framework

Studies concerning the status orientations of youth, whether in terms of education, occupation, residence, family, or other status areas, have made use of a conceptual scheme which distinguishes between what a person desires (aspiration) with respect to a specific object situation or condition and what he anticipates (expectation) will actually occur. Aspiration is synonymous with "goal" and may or may not coincide with one's expectation. Aspirations and expectations in regard to a particular status object for a single individual may be the same or different. If a person desires one thing but anticipates the occurrence of something else, the lack of congruity between aspiration and expectation is referred to as anticipatory goal deflection.

Strength of commitment to or desire for a status object is viewed as one's intensity of aspiration. The variable quality associated with expectation is certainty of expectation, which is, how confident one is that attainment of the anticipated status is possible. This conceptual scheme - aspiration, expectation, goal deflection, intensity, and certainty - was initially suggested by Kuvlesky and Bealer (1966). Since then it has been elaborated upon by Kuvlesky (1966, 1970) and utilized in a number of other

studies by Kuvlesky and his colleagues (1966, 1968) and Wright and co-workers (1972).

## Review of Literature

Little exists in the way of past research or explicit theory directly pertaining to the question of change in mobility aspirations for comparable populations across time. An exception to this is a report by Slocum (1968). He found that educational aspirations of farm youth in the state of Washington were dramatically higher for a sample of youth in the mid-sixties than for an earlier sample. However, a more recent study by Dowdell (1973) reporting on change in occupational goals of East Texas rural youth found a slight decline in goal level as well as qualitative change in the types of jobs desired. Findings from an Alabama study, which focused on residential mobility orientations, revealed that rural youth were less desirous of living in a large city than their counterparts had been six years earlier (Dunkelberger and Cain, 1973).

Broad social changes have been occurring in American society which could have a pronounced affect on the status goals of youth. The decade of the Sixties was one market by repeated challenges to the status-quo. A constant state of social unrest and uncertainty about the future clearly provided the seeds for confusion and change in the goal orientations of youth. Movements such as the Negro's demand for an end to segregation and the "Women's Lib" movement for equal rights cannot be without impact on the mobility orientations of the youth growing up in this decade.

In contrast to the social movement context, stands Reich's (1970) "greening of America" thesis. According to this thesis many middle and

upper class youth have rejected the materialistic values and work ethic held by previous generations in favor of humanism. If such a contention is correct, one would expect an across the board lowering rather than a rising of youths' status goal orientation in an area such as that of education. It is likely that all social movements occurring in the 60's as well as other concurrent conditions as the Vietnam War and the draft had some affect on the way youth view the future and their own life goals. Probably, also, these movements and conditions have had differential impact upon youth from different sub-cultures. One relevant sub-culture is rural youth. Relative to the contexts of social change during the late 60's, this report explores the dynamics of educational goals among a sample of rural youth.

## Source of Data

Questionnaires were administered in 1966 and 1972 to seniors attending a sample of high schools located in the four contiguous Northeast Alabama counties of Cherokee, DeKalb, Jackson, and Marshall. These particular counties represent those corresponding closely to traditional characteristics associated with Appalachia.[2/] The area is generally mountainous, predominately rural, and characterized by low incomes and poor living conditions.

A list of all high schools in the 4-county area as of Fall 1965 was compiled. Of the 33 existing schools, two were part of independent city school systems and four were segregated Negro schools. By reason of their

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[2/] Selection of the area was made in 1965 by a multidisciplinary research team undertaking a broadly based study of economic and social development in Alabama's Appalachian Region.

unique structural characteristics, all six of these schools were selected for inclusion in the study. The remaining 27 high schools were affiliated with county-wide school systems. These schools were ranked from largest to smallest on the basis of combined January 1, 1966 enrollment in the 10th and 12th grades. Thirteen of these schools were randomly selected by beginning with the next to the largest and selecting every other one. Except for one school, all county schools were located outside towns of 2,500 or more people. In all, nineteen schools were included in the 1966 contact.

By 1972 the four Negro schools had been eliminated through consolidation and their students assigned to previously all-white schools, leaving 15 of the original 19 schools for restudy. In addition, the one county high school located in an urban place had withdrawn from the county system and had become part of an independent city system. No private schools had appeared in the area as a response to desegregation.

Composition of the study population by sex and year reveals highly similar samples for the two points in time, Table 1. Census data support the fact that the population of these counties was relatively stable during the 1960's. Therefore, the similarity in sample size and sex composition was anticipated. Some variation was observed for individual schools. The smaller more rural schools tended to decrease in size and the larger town schools increased. No school changed drastically in size over this six year period.

Table 1. Number of 12th Grade Students in The Study Population By Sex and Year of Contact

| All Students | | Males | | Females | |
|---|---|---|---|---|---|
| 1966 | 1972 | 1966 | 1972 | 1966 | 1972 |
| 924 | 918 | 438 | 470 | 486 | 448 |

## Results

The findings are presented in two parts. The data concerning change in educational orientations for boys and girls are compared by year each of five orientation dimensions: aspiration, expectation, anticipatory goal deflection, intensity of aspiration, and certainty of expectation. The second part considers the same five dimensions of educational orientation with reference to youth from different places of residence: farm, open-country, village, and town. Each part corresponds to one of the objectives of this study and report.

### Aspirations

The desire for high levels of education in 1972 was less widespread than in 1966, Table 2. Boys especially showed a decreased interest in college. Considerable fewer boys desired to attain junior college or college. Although more than half these seniors (53%) aspired to some form of college training, the proportion was 15% lower than that observed in 1966. More specifically, the trend reflected a marked decline in the proportion of boys desiring graduate study and an increase (almost 10 percent) in those desiring to take technical training after graduation from high school.[3/]

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[3/] Chi-square showed the difference to be significant at the .05 level of confidence.

Much less change in the amount and kind of education desired by girls was found. Half the girls desired to attend junior college or college at both points in time. Also, no particular pattern of change was revealed for girls. The most pronounced changes were the increased proportion desiring only a high school education (5%) and the corresponding decrease of 3% in the proportion who wanted to attend college. There was a slight tendency for girls to be less desirous of attaining vocational training in 1972.

One serious finding, although involving small proportions, was the tendency for both boys and girls to desire to end their education with high school. Between four and five percent more youth in 1972 than in 1966 had this as their educational goal. With the growing complexity of society and increasing specialization, even this small change is important and requires watching in the future.

By combining the original six educational categories into three broader levels of high, intermediate, and low educational aspiration levels, an even clearer picture of the direction and magnitude of historical change is obtained, Table 3. The downward shift occurring between 1966 and 1972 was substantial. Among the boys there was a clear turning away from a college education, not to junior college and trade schools, but to merely the high school level. On the other hand, girls showed small declines at both the high and intermediate educational levels with more also desiring to end their formal education with high school graduation.

Expectation

The pattern of change for educational expectation was similar to that observed for aspiration, except for a general shift away from the high

attainment levels toward more moderate goals, Table 4. Change from 1966 to 1972 for boys showed a movement away from all types of college, especially from junior college training. This was complimented primarily by an increase in the proportion expecting to complete their education upon high school graduation. On the other hand, girls showed slight increases in the proportions expecting all types of college training. The major difference in the girls' expectations was that approximately 10% fewer expected to receive technical training, while an increase of over 6% occurred in relation to the proportion expecting to terminate their education with high school. Differences were significant for both males and females.

By combining expected educational levels into "high", "intermediate" and "low" one obtains a clearer picture of the magnitude of this change, Table 5. Decreases for the boys occurred at the "intermediate" and "high" educational levels, while the proportion expecting a "low" level of educational attainment increased by 8% between 1966 and 1972. Girls, on the other hand, demonstrated a pattern in which a decrease occurred in the proportion expecting an "intermediate" goal level with correspondingly smaller increases occurring at both the "low" and "high" levels.

Anticipatory Goal Deflection

Goal deflection represents the incongruence, if any, between level of aspiration and level of expectation for each individual. Rates of anticipatory goal deflection did not change greatly from 1966 to 1972, Table 6. For both boys and girls in 1966 and 1972 a majority (about two-thirds) held aspirations congruent with their expectations. Moreover, at both points in

time students were more likely to be negatively (aspirations greater than expectations) than positively oriented.

Specifically, boys demonstrated more congruency between level of aspiration and expectation in 1972 than in 1966, and girls demonstrated a slightly converse pattern. This change represents a reversal in the direction of several differences observed in regard to zero deflection from 1966 to 1972. Boys declined both in regard to negative and positive deflection. Girls changed in the direction of fewer experiencing negative deflection and no goal deflection toward more being positively deflected, that is, toward higher expectations than aspirations. These differences were significant for girls but not for boys.

Intensity of Aspiration

The concept of aspirational intensity, as employed here, refers to the degree of attachment or strength of an individual's desire for education relative to other valued aspects of adult life. Scores range from one to seven with the most valued goal given a rating of one. Rating of the importance of education in comparison to other life goals decreased over the study period, with the decrease greater among boys than among girls, Table 7. Education was valued more highly by the girls. This was particularly true in 1972 when only one-fourth the boys ranked education first, while 44% of the girls did so. In 1972, 19% fewer boys and 11% fewer girls than in 1966 ranked education highest. Most of this difference was reflected in the proportion rating education lowest of the seven value areas.

Grouping the seven rankings (Table 8) into three more inclusive ranks provided a clearer picture of the general pattern of change that had

occurred. Change among the males was almost entirely from the highest to the lowest level; a change which must be viewed as indicative of a dramatic downward shift in the valuation of education. The change among the girls represented a more gradual shift from the highest level into both the medium and low levels in almost equal proportions. These differences were significant for both males and females.

Certainty of Expectation

Certainty of achieving ones expected educational goal indicates the degree to which a person feels confident that his projected educational level is achievable. Virtually no change occurred over time in the proportions of boys reporting various degrees of certainty about their goal attainment, Table 9. Variation was greater for girls however. Girls tended to reflect less certainty of attaining their expected educational goals in the most recent time period than had their predecessors.

Residence Type and Historical Change

The study area was initially selected on the basis of its predominately rural population. This characteristic continued to hold true in 1972, as the area underwent only minimal population change during the decade of the 1960's. A comparison of residence types reported by these youth in 1966 and 1972 was consistent with changes in residence patterns indicated by the Census. Fewer youth classified themselves as living on farms and more as living in town in 1972. The "open-country nonfarm" and "village" distributions changed little over the study period.

To ascertain residence each student was asked through a forced-choice question to classify their place of residence as "farm", "open-country

nonfarm" (OCNF), "village", or "town" (places from 2,500 to 10,000 population). The following analysis involved a comparison of the five educational goal dimensions discussed previously for each of the four place of residence types with the sex of the youth held constant. Throughout this analysis the less descriptive summations of the educational goal dimension variables was used. The purpose here was to determine whether the changes that occurred in these youths' educational orientations over time were associated differentially with various residential backgrounds. In essence, the emphasis was on the impact of rurality on educational goal change among youth from this relatively homogeneous small town and rural area.

Aspirations and Expectations

Analysis of change in educational aspirations by residence type for males and females revealed that change was associated with residence, Table 11. Boys especially differed. There was a decrease of 9% in the proportion aspiring to a college education or more for all residence groupings except those from village settings where the percentage was twice as large (18%). Virtually the same situation also occurred with regards to expectations, except that the differences were somewhat less at 3% and 15% for village residents, Table 12. One deviation occurred among boys from the open-country where a 4% increase was observed in the proportion with high expectations, between 1966 and 1972.

The picture for girls was less consistant and the differences were not usually as large. This was expecially true for aspirations. Here the girls from the two most rural residence types had more change over time than had village or town girls. The expectation picture revealed a stable

pattern for the two polar types - farm and town girls - but considerable change for the open-country and village girls. Girls living in the open-country were more likely to expect higher levels of education in 1972 than their earlier counterparts. In contrast, although somewhat more village girls expected a high level of education, there was an exceptionally large proportion (16%) that expected to attain a low level.

It would appear from these findings that place of residence contributes only slightly to change in levels of educational aspiration and expectation over time. There is some support among boys for contention that the degree of rurality is associated with goal change, however this is not indicated among girls. The greatest change for girls seems to have occurred in what might be referred to as transitional residence types - open-country and village.

Anticipatory Goal Deflection

With regards to the agreement between educational aspirations and expectations meaningful differences were observable for youth from the different residence types. Some of these were contrary to the patterns of change observed previously, Table 13. The prevalent trend was for the proportion of youth expressing negative goal deflection to decrease and the proportion demonstrating no deflection and positive deflection to increase between over time. A notable exception to this general trend was revealed among farm reared boys. Farm boys had greater aspirations - expectations congruency in 1972 than they had earlier. Moreover, they were the only sex and residence grouping for which a decrease in positive goal deflection - fewer with higher aspirations than expectations - was observed.

Village girls exhibited a marked increase in negative goal deflection, whereas all other residence groupings had either decreases or no change. Consequently this indicated a considerably higher rate of total goal deflection for these girls in 1972. Two residence types were distinct from the others by demonstrating little change at all over time. Village boys and town girls showed virtually no change in the proportion experiencing different types of goal deflection.

Intensity of Aspiration

The ranking of education as a valued goal object relative to other objects revealed sizeable differences over time for all residence types among both boys and girls, Table 14. Education was consistantly ranked lower as a life goal in 1972 than in 1966. The differences were exceptionally large for boys from all residence backgrounds. The percent valuing education low relative to other goals were consistently at 20%. For girls the increase in low valuations ranged from 4% to 11% with open-country residents changing most. In no instance was there an increase in high valuations of education. This depreciation of education among boys, in particular, is a change that requires close attention in years to come both in terms of its impact on the high schools and its implications for higher education of all kinds.

Certainty of Expectation

Change in the degree of certainty associated with the attainment of educational expectations was slight among farm and open-country residents of both sexes, Table 15. The same lack of difference characterized town

boys but not town girls where uncertainty increased by 9% in 1972. Sizeable increases in uncertainty were found also for village boys (8%) and girls (12%).

## Summary

It can be concluded from this analysis that between 1966 and 1972 boys and girls did demonstrate a change in educational goal orientations which was in the direction of lower educational status orientations. Levels of educational aspiration and expectation declined among a sizeable proportion of these youth and education itself was valued less as a life goal. Also, boys and girls reflected less certainty of achieving their educational expectations. On the other hand, differential patterns of change were observed for both boys and girls with reference to anticipatory goal deflection. Boys experienced less incongruence between their educational aspirations and expectations in 1972 while a converse pattern was observed for the girls.

In terms of the magnitude of change observed over the study period, the decreased emphasis on high educational status goals was greater among boys than among girls. However, girls were less certain of attaining their expected educational goals and their anticipatory goal deflection between aspiration and education was greater among the girls.

Specific patterns of change included the trend away from a college education, especially among boys. Aspirations and expectations oriented toward technical training after high school increased sharply among the boys and declined equally dramatically among the girls. Youth of both sexes showed proportional increases with regard to terminating their education upon completion of their high school education.

Concerning the impact of place of residence on educational goals, the data indicated that residence was only minimally associated with patterns of change over time. The downward change generally existed regardless of residence type. Observed differences were generally in magnitude rather than in the direction of change.

## Conclusions

Based on these findings one is led to conclude that Reich's (1970) thesis is at least partially applicable in explaining what is happening among these youth. The values of the 60's do not appear to be as strong among young people in rural areas today. The fact that the value placed on education declined substantially relative to other life goals suggests a shift in societal values.

Explanation of this change must be sought in the social movements and other societal changes occurring during this period. Conscious attempts by government and industry to increase interest in vocational training as a desirable alternative to a college degree may have had some impact here. Similarly, increasing realism may have occurred relative to opportunities for upward mobility. The tumultuous decade of the Sixties was a time of increasing pessimism and cynicism on the part of many Americans which caused youth to question the promise of unlimited opportunity.

Future comparisons over time need to be made to determine whether these changes represent merely a short-term fluctuation in educational goal orientations, or are indicative of a long-term value shift. Clearly, educational policy makers must heed the fact of changing educational goals

among rural youth. The impact of this change, if it were to continue, must be assessed in terms of future labor force needs as well as educational services.

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TABLE 2: Historical Change in Educational Aspirations of Northeast Alabama Boys and Girls: 1966-1972

| Educational Level | Male 1966 N=429 | Male 1972 N=465 | Male Change | Female 1966 N=484 | Female 1972 N=484 | Female Change |
|---|---|---|---|---|---|---|
| | ----------% | | | ----------% | | |
| Quit High School | .9 | 1.9 | (+1.0) | .4 | .4 | (+1.0) |
| Graduate from High School | 7.5 | 11.8 | (+4.3) | 8.7 | 13.5 | (+4.8) |
| Graduate from H.S. & Tech. School | 24.2 | 33.8 | (+9.6) | 38.0 | 35.1 | (-2.9) |
| Graduate from Jr. College | 10.3 | 4.5 | (-5.8) | 8.9 | 9.0 | (+.1) |
| Graduate from College | 33.1 | 29.2 | (-3.9) | 30.0 | 25.8 | (-4.2 |
| Complete Graduate Study | 24.0 | 18.8 | (-5.2) | 14.0 | 15.2 | (+1.2) |
| TOTAL | 100.0 | 100.0 | | 100.0 | 100.0 | |
| | $X^2$=26.98 | d.f.=5 | P<.001 | $X^2$=9.43 | d.f.=5 | P>.05 |

TABLE 3. Historical Change in Educational Level Aspirations of Northeast Alabama Boys and Girls: 1966-1972

| Educational Level[a/] | Male 1966 N=429 | Male 1972 N=465 | Male Change | Female 1966 N=484 | Female 1972 N=445 | Female Change |
|---|---|---|---|---|---|---|
| | ----------% | | | ----------% | | |
| Low | 8.4 | 13.8 | (+5.4) | 9.1 | 14.8 | (+5.7) |
| Medium | 34.5 | 38.3 | (+3.8) | 46.9 | 44.1 | (-2.8) |
| High | 57.1 | 47.9 | (-9.2 | 44.0 | 41.1 | (-2.9) |
| TOTAL | 100.0 | 100.0 | | 100.0 | 100.0 | |
| | $X^2$=10.20 | d.f.=2 | P<.01 | $X^2$=7.32 | d.f.=2 | P<.05 |

[a/] To combine the educational categories into three broader levels the "quit high school" and "graduate from high school" responses were identified as "low"; "graduate from h.s. and take technical training" and "graduate from Jr. College" as "medium"; and "graduate from college" and "complete graduate study" as "high" educational levels.

TABLE 4: Historical Change in Educational Expectations of Northeast Alabama Boys and Girls: 1966-1972

| Educational Level | Male 1966 N=430 | Male 1972 N=462 | Male Change | Female 1966 N=484 | Female 1972 N=441 | Female Change |
|---|---|---|---|---|---|---|
| | ----------%---------- | | | ----------%---------- | | |
| Quit High School | 1.6 | 3.0 | (+1.4) | 2.7 | 1.6 | (-1.1) |
| Graduate from High School | 14.4 | 21.2 | (+6.8) | 17.4 | 23.6 | (+6.2) |
| Graduate from H.S. & Tech. School | 27.9 | 30.1 | (+2.2) | 39.1 | 28.8 | (-10.3) |
| Graduate from Jr. College | 15.8 | 8.9 | (-6.9) | 10.5 | 11.6 | (+1.1) |
| Graduate from College | 29.1 | 26.4 | (-2.7) | 26.0 | 27.4 | (+1.4) |
| Complete Graduate Study | 11.2 | 10.4 | (-.8) | 4.3 | 7.0 | (+2.7) |
| TOTAL | 100.0 | 100.0 | | 100.0 | 100.0 | |
| | $X^2$=17.43 | d.f.=5 | P<.01 | $X^2$=16.15 | d.f.=5 | P<.01 |

TABLE 5: Historical Change in Educational Level Expectations of Northeast Alabama Boys and Girls: 1966-1972

| Educational Level | Male 1966 N=430 | Male 1972 N=462 | Male Change | Female 1966 N=484 | Female 1972 N=441 | Female Change |
|---|---|---|---|---|---|---|
| | ----------%---------- | | | ----------%---------- | | |
| Low | 16.1 | 24.2 | (+8.1) | 20.0 | 25.2 | (+5.2) |
| Medium | 43.7 | 39.0 | (-4.7) | 49.6 | 40.4 | (-9.2) |
| High | 40.2 | 36.8 | (-3.4) | 30.4 | 34.4 | (+4.0) |
| TOTAL | 100.0 | 100.0 | | 100.0 | 100.0 | |
| | $X^2$=9.28 | d.f.=2 | P<.01 | $X^2$=8.24 | d.f.=2 | P<.05 |

TABLE 6: Historical Change in Anticipatory Goal Deflections of Northeast Alabama Boys and Girls: 1966-1972

| Goal Deflection | Male 1966 N=424 | Male 1972 N=459 | Male Change | Female 1966 N=482 | Female 1972 N=440 | Female Change |
|---|---|---|---|---|---|---|
| | ----------% | | | ----------% | | |
| None | 63.4 | 68.0 | (+4.6) | 67.8 | 65.9 | (-1.9) |
| Positive | 4.7 | 4.2 | (-.5) | 1.2 | 4.8 | (+3.6) |
| +1 | 3.8 | 2.8 | (-1.0) | .6 | 3.4 | (+2.8) |
| +2 | .9 | 1.0 | (+.1) | .4 | .7 | (+.3) |
| +3 | - | .4 | (+.4) | .2 | .2 | (0) |
| +4 | - | - | (0) | - | .5 | (+.5) |
| +5 | - | - | (0) | - | - | (0) |
| Negative | 31.9 | 27.8 | (-4.1) | 31.0 | 29.3 | (-1.7) |
| -1 | 18.4 | 16.6 | (-1.8) | 17.6 | 23.3 | (+5.7) |
| -2 | 6.6 | 6.8 | (+.2) | 8.2 | 3.9 | (-4.3) |
| -3 | 5.7 | 3.3 | (-2.4) | 4.6 | 1.4 | (-3.2) |
| -4 | .7 | .7 | (0) | .4 | .7 | (+.3) |
| -5 | .5 | .4 | (-.1) | .2 | - | (-.2) |
| | $X^2$=6.48 d.f.=8 P>NS | | | $X^2$=31.28 d.f.=9 P<.001 | | |

TABLE 7: Historical Change in the Priority Placed on Educational Aspirations by Northeast Alabama Boys and Girls: 1966-1972

| Rank Importance | Male 1966 N=431 | Male 1972 N=446 | Male Change | Female 1966 N=481 | Female 1972 N=437 | Female Change |
|---|---|---|---|---|---|---|
| | ----------% | | | ----------% | | |
| 1 | 45.5 | 26.2 | (-19.3) | 54.7 | 43.5 | (-11.2) |
| 2 | 12.1 | 11.4 | (-.7) | 15.8 | 15.8 | (0) |
| 3 | 9.3 | 9.0 | (-.3) | 7.3 | 9.4 | (+2.1) |
| 4 | 8.8 | 7.8 | (-1.0) | 5.6 | 8.0 | (+2.4) |
| 5 | 9.4 | 11.3 | (+1.9) | 4.6 | 5.3 | (+.7) |
| 6 | 9.3 | 14.6 | (+5.3) | 7.1 | 6.6 | (-.5) |
| 7 | 5.6 | 19.7 | (+14.1) | 4.9 | 11.4 | (+6.5) |
| TOTAL | 100.0 | 100.0 | | 100.0 | 100.0 | |

TABLE 8: Historical Change in the Priority Placed on Educational Aspirations by Northeast Alabama Boys and Girls: 1966-1972

| Rank Importance[b] | Male 1966 N=431 | Male 1972 N-446 | Male Change | Female 1966 N=481 | Female 1972 N=437 | Female Change |
|---|---|---|---|---|---|---|
| | ----------%---------- | | | ----------%---------- | | |
| High (1, 2) | 57.5 | 37.7 | (-19.8) | 70.5 | 59.3 | (-11.2) |
| Medium (3, 4, 5) | 27.6 | 28.0 | (+ .4) | 17.5 | 22.7 | (+ 5.2) |
| Low (6, 7) | 14.9 | 34.3 | (+19.4) | 12.0 | 18.0 | (+ 6.0) |
| TOTAL | 100.0 | 100.0 | | 100.0 | 100.0 | |
| | $X^2$=51.79 d.f.=2 P<001 | | | $X^2$=13.07 d.f.=2 P<.01 | | |

[b]A ranking of 1 or 2 was placed in the "high" category, 3, 4, and 5 were placed in the medium category, and 6, 7 (those ranking education as least important) were placed in the "low" category.

TABLE 9: Historical Change in the Certainty of Educational Expectations of Northeast Alabama Boys and Girls: 1966-1972

| Level of Certainty | Male 1966 N=433 | Male 1972 N=460 | Male Change | Female 1966 N=485 | Female 1972 N=441 | Female Change |
|---|---|---|---|---|---|---|
| | ----------%---------- | | | ----------%---------- | | |
| (1) Very sure | 29.3 | 29.6 | (+ .3) | 30.7 | 29.5 | (- 1.2) |
| (2) Sure | 43.4 | 41.7 | (- 1.7) | 42.9 | 37.4 | (- 5.5) |
| (3) Not very sure | 20.8 | 20.2 | (- .6) | 20.6 | 22.4 | (+ 1.8) |
| (4) Uncertain | 6.3 | 7.0 | (+ .7) | 4.9 | 9.7 | (+ 4.8) |
| (5) Very uncertain | .2 | 1.5 | (+ 1.3) | .9 | 1.0 | (+ .1) |
| TOTAL | 100.0 | 100.0 | | 100.0 | 100.0 | |
| | $X^2$=4.51 d.f.=4 P>NS | | | $X^2$=9.58 d.f.=4 P<.05 | | |

TABLE 10: Percent of Place of Residence Distribution of Study Populations by Sex and Year

| Residence Type | Male | | Female | |
|---|---|---|---|---|
| | 1966 | 1972 | 1966 | 1972 |
| Farm | 30 | 23 | 26 | 17 |
| Open-Country Nonfarm | 24 | 25 | 24 | 28 |
| Village | 15 | 13 | 17 | 15 |
| Town (2,500 - 10,000) | 31 | 39 | 33 | 40 |
| TOTAL | 100 | 100 | 100 | 100 |

TABLE 11: Summary of Historical Change in Educational Aspirations of Northeast Alabama Youth by Sex and Place of Residence: 1966-1972

| Educational Level | Male | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| | Farm | OCNF | Village | Town | Farm | OCNF | Village | Town |
| | Percent Change | | | | | | | |
| Low | +5 | 0 | +8 | +10 | +6 | +10 | +6 | +3 |
| Intermediate | +4 | +9 | +10 | -1 | +3 | -12 | -5 | +4 |
| High | -9 | -9 | -18 | -9 | -9 | +2 | -1 | -7 |

TABLE 12: Summary of Historical Change in Educational Expectations of Northeast Alabama Youth by Sex and Place of Residence: 1966-1972

| Educational Level | Male | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| | Farm | OCNF | Village | Town | Farm | OCNF | Village | Town |
| | Percent Change | | | | | | | |
| Low | +6 | +4 | +10 | +14 | +3 | -2 | +16 | +5 |
| Intermediate | -3 | -8 | +5 | -11 | -2 | -9 | -23 | -1 |
| High | -3 | +4 | -15 | -3 | -1 | +11 | +7 | -4 |

TABLE 13: Summary of Historical Change in Anticipatory Goal Deflection of Northeast Alabama Youth by Sex and Place of Residence: 1966-1972

| Goal Deflection | Male | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| | Farm | OCNF | Village | Town | Farm | OCNF | Village | Town |
| | Percent Change | | | | | | | |
| Negative | -7.5 | -9.1 | 0.0 | -2.5 | -7.8 | -6.0 | +5.8 | -.4 |
| None | +11.2 | +4.3 | -1.2 | +2.4 | +4.5 | +.6 | -9.0 | -2.0 |
| Positive | -3.7 | +4.8 | +1.2 | + .1 | +3.3 | +5.4 | +3.2 | +2.4 |

TABLE 14: Summary of Historical Change in Intensity of Aspirations of Northeast Alabama Youth by Sex and Place of Residence: 1966-1972

| Rank Importance | Male | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| | Farm | OCNF | Village | Town | Farm | OCNF | Village | Town |
| | Percent Change | | | | | | | |
| High | -24 | -12 | -14 | -27 | -16 | -7 | -12 | -10 |
| Intermediate | +4 | -8 | -3 | +3 | +12 | -4 | +7 | +1 |
| Low | +20 | +20 | +17 | +24 | +4 | +11 | +5 | +9 |

TABLE 15: Summary of Historical Change in Certainty of Educational Expectations of Northeast Alabama Youth by Sex and Place of Residence: 1966-1972

| Certainty of Expectation | Male | | | | Female | | | |
|---|---|---|---|---|---|---|---|---|
| | Farm | OCNF | Village | Town | Farm | OCNF | Village | Town |
| | Percent Change | | | | | | | |
| Sure | -2 | +3 | -8 | +1 | -2 | +3 | -12 | -9 |
| Unsure | +2 | -3 | +8 | -1 | +2 | -3 | +12 | +9 |

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